

**EFFECTIVE TEACHING: THE ASSURED MEANS OF
QUALITY EDUCATION.**

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INTRODUCTION

It is pertinent to explain the key words in the topic. The term teaching has been defined in a number of ways by various authors and educationists. Abimbola (2004) says it is a process of facilitating student learning through a proper management, by the teacher, of the interrelationships among the students' interests, the content for learning and the methods and material the teacher intends to use in the teaching.

It is an act of imparting Knowledge and skills, a profession of being a Teacher. Teaching is also a systematic presentation of facts, ideals, skills and techniques to students.

The first definition above is supported by Ibrahim and Abdalraheem (2006) when they defined teaching as a process by which the learner is made to learn a given subject matter in accordance with pre-determined goals or objectives. A triad method involving the teacher, students and the subject matter. Teaching outcome results in to the interaction of the three elements, which results into learning. Teaching cannot be said to have taken place except learning has taken place. It means that learning which is epitomized in change in behaviour is the outcome of teaching, Jaiyeola (1988). Suffice it to say that learning comes as a result of effective teaching

Effectiveness connotes producing an intended result or desired favourable result. To have quality Education in schools, the teacher must be effective. This means that effective teaching is paramount to quality education.

Education is also an important term we shall consider. As popular as the term is, it is elusive and has no definite meaning. In fact, its meaning depends on individual and his society. Many Educationists, Sociologists and Philosophers have defined the term differently. It has even been defined etymologically. Today I will like to consider a definition given by a former Federal Minister of Education in Nigeria. "Education is the aggregate of all the processes by which a child or young adult develops the abilities, attitudes and other forms of behaviour which are of positive value to the society in which he lives" (Fafunwa, 1995). This definition shows that Education is not limited to the four walls of the classroom. Hence there are three types of Education, Viz: formal, informal and non-formal. We are concerned with formal education, which is received in

institutions called schools. What every Parent expects from private and public schools is high quality teaching and learning.

FACTORS FOR EFFECTIVE TEACHING, LEADING TO QUALITY EDUCATION IN SCHOOLS.

There are a number of factors to be considered before one can be sure of quality education, especially in Nigeria Primary and Secondary Schools, some of them are: Teacher quality, the quality of learning facilities, welcoming and enabling school environment, monitoring and supervision, the pupils /students, the curriculum and off course effective teaching.

- 1) Teacher quality: The Federal Government has realized that no educational system can rise above the quality of its teachers (FGN, 1981). Teacher quality is tied to the apron string of the Teachers' pre- service and in-service trainings, i.e pedagogical and methodological orientations of the teacher.

The teacher must be well trained and qualified, and be expert in his subject matter and also be interested in delivering it. But the question is "what can motivate him to be interested in the job?" Teachers must also be in the school in the right number. Ipaye (2002) discovered that teachers are in short supply in our schools. Teachers must act in loco parents to the pupils/students, i.e they must have loving attitude of a mother or father to the pupils/students.

It has been observed that teachers who had their teacher training from the scratch i.e. the old Grade III or Grade II Teacher Training before going for N.C.E and or B.Ed degrees prove to be more competent and more productive at the Primary and Junior Secondary School levels than those who did not undergo these courses. More important here is the issue of retraining or training on the job, refresher courses, conferences and workshops. All of these go a long way in building to the teaching capacity of teachers and also updating their pedagogical knowledge. If an unknowledgeable Teacher is provided with good aids to teach, he will only be successful in spreading ignorance (Farrant 1976). One thing that makes Macmillan Textbooks to be preferable to others is that there are work Plans for all the texts at all levels. These work plans divide the syllabus into topics, with expected objectives, Teachers activities and pupils' activities. This explains why a class teacher who has not gone to Teachers Training can teach effectively only when using Macmillan Text books and work plans.

- 2) The quality of learning facilities: This also contributes in no small measure to providing effective teaching and quality Education in Nigeria Primary and Secondary Schools. For instance, the school building must be conducive; the class size is also a contributing factor to quality

Education. The quality of teaching aids, good chalk board, pictorial and illustrative textbooks with teachers' guides, such as the type produced by Macmillan publishers contribute a lot to effective teaching and learning. One other reason why Macmillan texts are produced for effective teaching in schools is that they are in modules and they have work plans. Examples in the texts are also taken from the environment. They assist the teachers in teaching and they enhance pupils understanding of the concepts learnt. Others are Charts, Models and specimen in the laboratories and even real object. All of these contribute to effective teaching/learning in our schools. Unfortunately, some pupils do not have the learning materials as they were not provided by their parents.

3. The role of monitoring and supervision: This cannot be over emphasized when discussing about giving qualitative education. The most effective monitoring and supervision takes place in Nigeria Private Schools. Proper Monitoring of teachers and non-teaching staff contribute in no small measure to effective or qualitative teaching and learning in schools.
- 4) The pupils/students: They must be ready to learn. In the very early times, interested learners sought for teachers. Socrates did not seek for pupils. Even the disciples of Jesus Christ did not stay and listen to him because they wanted the value for their school fees. And the Prophet of Islam (who did not know how to read and write) taught many followers. But today, the case is upside down, pupils are being forced to come to school. Many of them would leave home and not get to school, while those in the school show what Abdulkareem (1999) called lackadaisical attitude to study. Macmillan Text books are produced to make Pupils have interest in coming to school to learn. One way of doing this is by having clear Colorful and interesting Pictures. The Pictures are of those of Pets like Dogs, Cats and Birds that can arouse children's interest (check Reading is Fun Bk1, Pg.6), draw your left hand in this place and colour it (Pg.12).
- (5) The curriculum: The curriculum varies from state to state and even from school to school within the same state. The curriculum, apart from being uniform must be developed according to the age and experience of learners. The curriculum must assist pupils to link the past with the present in relation to the future. The curriculum must make pupils to be fully integrated

members of their community. The curriculum of Macmillan Text books have taken into consideration, all of these characteristics.

The above are general factors contributing to effective teaching leading to qualitative Education in Nigeria primary and secondary schools. Due to the fact that I am to resource on methodology and pedagogy, our attention shall be focused on pedagogical methodologies.

To have quality education in the school, there must be affective teaching to have affective teaching there must be appropriate teaching methods or what I will refer to as pedagogical methodologies.

We should note that as researches in science have led to better ways of production, so in education, researches have revealed more effective methods of teaching. These methods can be classified as either pupil centered or teacher centered, depending on who performs most of the classroom activities.

1) **Lecture Method:** - This is one of the oldest methods of teaching. This is when the teacher verbally presents facts or the subject matter to the students who remain passive or active only at taking down notes. This is commonly used at tertiary institution[^]. It has an advantage of economy of time and personnel. The disadvantage is that students are passive, and it does not take the individual differences of the students into consideration. It is not recommended for lower level of education. This method is not recommended and not included in the Macmillan Textbooks because the texts are full of activities.

2) **Questioning/Socratic Method:** - This method was named after a great philosopher and the originator of the method- Socrates (470-397 B.C.). This method involves asking the learner series of questions until the learner is able to give satisfactory answers. This method emphasizes probing into the unknown.

This method has the advantage of self-reasoning on the part the student/pupil. It also encourages student-teacher interaction. It motivates students to learn. Macmillan texts favour this method because they contain probing questions.

3) **Discussion method:** - this is when both students and teachers engage in free interaction during a lesson with a view to finding solutions to certain problems.

This method allows for cordial relationship between the teacher and the pupils/students. It also gives room for freedom of expression and cross-examination of ideas. The questions in the Macmillan Textbooks can be used

for discussions. "Tell the story" in page 60 of Reading is Fun book2 is a good example of discussion exercise that can be of great interest to nursery class pupils.

- 4) Assignment/project method:- this technique of teaching has to do with the teacher giving certain assignments on certain topics to the pupils to do on their own in the classroom or outside the classroom. Project is a learning activity involving investigation in order "to solve certain problems.

This method promotes discovery by the students and caters for individual differences of students. The questions and discussion exercises in the Macmillan textbooks can be used as assignment/ project for pupils. For example, the type in Page 60 of Reading is Fun, Book3.

- 5) Discovery/inquiry method: - this is an example of student centered methods whereby students are to find out or discover solutions to certain problems by themselves. It is similar to assignment /project method; this is mostly used in science lessons.

The advantage is that students learn on their own, it also facilitates retention of knowledge.

- 6) Field trip (excursion) method: - here students are taken outside the classroom for the purpose of observing certain things that cannot be brought in to the classroom e.g making a journey to museum, hospital or airport. Widening of student horizon and making teaching real are its major advantages.

- 7) Dramatization/demonstration method: - this technique of teaching is characterized with the use of play acting to impart knowledge. It leads to comprehensive knowledge of a topic and makes teaching /learning to be interesting. Topics on Dramatization /Demonstration can be found in page4 of Reading Is Fun Book2 and Page2 of Book3. Songs are in page24 of book3, and page36 of New Nursery Mathematics Book 1.

- 8) Play-way method: - this involves the use of games, quizzes and puzzles in teaching. The students engage in playing games while learning. Role-play is part of play way method. This method is close to dramatization/ demonstration. The difference is that while dramatization may involve the use of varied instruments and other resources, play way may not involve the use of varied costume. Matching games can be found in

page 36-39 and Matching Colour in page 49 of Reading is Fun Book 1. Matching numbers are in page 3 of New Nursery Mathematics Book 2.

It is noteworthy to mention here that this array of methods is not exhaustive. What is important is for the classroom teacher to know when and how best to use any of the methods in order to achieve the lesson objective. It is when the lesson objectives are achieved that one can say effective teaching has taken place. To know when and how to use any of the methods, it is important to consider the criteria for selecting and using teaching methods.

We shall also note that there is no universally acceptable single method that can be regarded as the best technique in Teaching. However, researches have shown that pupil/student centred methods are more effective in teaching than teacher centred ones. A teacher's decision on the type of teaching method to be used in order to give room for effective teaching depends on the following criteria:

- 1) Learning outcome: The selection of a teaching technique should be guided by the behavioural objective or learning outcome of the lesson. Here the Blooms Taxonomy of Educational objectives (cognitive, affective and psychomotor domains) should be considered.
It will be inappropriate to use lecture method in teaching cartwheel or press up under Physical Education.
- 2) The subject topic: The topic of the subject matter should be considered to determine the content and the instructional strategies to be used for the lesson. While discussion method and or Questioning/ Socratic Method can be used to teach comprehension in English language, demonstration and dramatization can be used to teach types of marriage in social studies.
- 3) Pupils/Students' nature: The learners' age, interest, and experience also determine the teaching techniques to be used in Teaching. Play way method is always appropriate in teaching addition or subtraction of money in junior classes mathematics. Discovery method could be used for the grown up ones in senior classes.
- 4) Availability of space: Some teaching techniques need more space than others, for instance, Physical Education practical lessons may not be

convenient within the classroom. While it will be wrong to take pupils/ students out to the field during mathematics lesson.

- 5) Availability of instructional material: The type of learning resources at the teachers disposal during a lesson also determines the type of lesson method he should use. All the costumes needed during dramatization/demonstration or when using play way method should be available at the time of the lesson.

It is pertinent to state here that a teacher can use-more than one technique in a lesson, depending on the stage of that lesson.

Questioning /Socratic method

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